



## JOHN E EWING MIDDLE

171 East Junior High Road  
Gaffney, S.C. 29340

**GRADES** 6-8 Middle School

**ENROLLMENT** 520 Students

**PRINCIPAL** Amanda Burnette 864-489-3176

**SUPERINTENDENT** Dr. William B. James 864-902-3500

**BOARD CHAIR** Ms. Ola H. Copeland 864-489-9528



## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	23	16	1

#### IMPROVEMENT RATING:

#### BELOW AVERAGE

#### ADEQUATE YEARLY PROGRESS:

#### NO

This school met 17 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Below Average	No

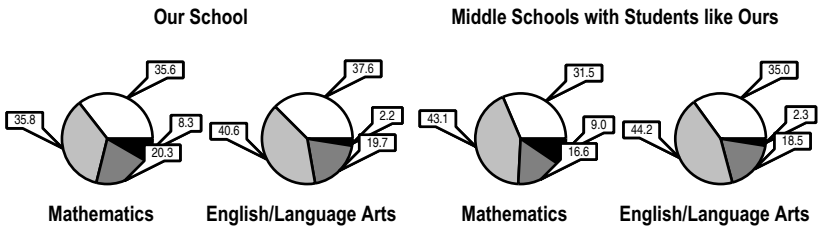
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

97.1%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	525	100.0	37.6	40.6	19.7	2.2	30.4	Yes	Yes
Gender									
Male	254	100.0	37.1	44.1	18.0	0.8	27.3		
Female	271	100.0	38.0	37.2	21.3	3.5	33.3		
Racial/Ethnic Group									
White	358	100.0	27.5	43.6	25.7	3.2	39.6	Yes	Yes
African-American	158	100.0	60.4	33.6	6.0	0.0	10.1	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	472	100.0	34.0	42.2	21.4	2.4	33.1		
Disabled	53	100.0	70.0	26.0	4.0	0.0	6.0	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	525	100.0	37.6	40.6	19.7	2.2	30.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	37.3	40.6	19.9	2.2	30.7		
Socio-Economic Status									
Subsidized meals	325	100.0	45.8	39.6	14.0	0.6	21.1	Yes	Yes
Full-pay meals	200	100.0	24.6	42.1	28.7	4.6	45.1		

Mathematics - State Performance Objective = 15.5%									
All Students	525	100.0	35.6	35.8	20.3	8.3	38.4	Yes	Yes
Gender									
Male	254	100.0	33.9	35.9	21.6	8.6	40.0		
Female	271	100.0	37.2	35.7	19.0	8.1	36.8		
Racial/Ethnic Group									
White	358	100.0	28.0	35.3	25.4	11.3	48.8	Yes	Yes
African American	158	100.0	53.7	34.9	9.4	2.0	15.4	No	Yes
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	472	100.0	32.5	36.6	21.9	9.1	41.1		
Disabled	53	100.0	64.0	28.0	6.0	2.0	14.0	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	525	100.0	35.6	35.8	20.3	8.3	38.4		
English Proficiency									
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	519	100.0	35.7	35.3	20.5	8.4	38.6		
Socio-Economic Status									
Subsidized meals	325	100.0	42.5	37.0	16.9	3.6	29.9	Yes	Yes
Full-pay meals	200	100.0	24.6	33.8	25.6	15.9	51.8		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable    N/AV Not Available    N/C Not Collected    N/R Not Reported    I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	40.7	40.1	18.5	0.6	19.1
	Grade 7	169	98.8	40.5	41.2	17.6	0.7	18.3
	Grade 8	184	98.4	53.7	37.1	8.0	1.1	9.1
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	39.8	34.0	23.0	3.1	26.2
	Grade 7	170	100.0	31.9	50.6	15.1	2.4	17.5
	Grade 8	160	100.0	39.9	39.9	19.6	0.7	20.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	172	100.0	28.4	37.7	26.5	7.4	34.0
	Grade 7	169	100.0	36.4	39.0	10.4	14.3	24.7
	Grade 8	184	100.0	49.7	36.6	10.9	2.9	13.7
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	195	100.0	31.4	34.0	22.5	12.0	34.6
	Grade 7	170	100.0	33.1	39.8	19.3	7.8	27.1
	Grade 8	160	100.0	43.8	33.3	17.6	5.2	22.9

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 520)				
Students enrolled in high school credit courses (grades 7 & 8)	41.8%	Up from 32.5%	13.4%	14.6%
Retention rate	0.2%	N/A	4.0%	3.0%
Attendance rate	94.3%	Down from 94.4%	95.4%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%		6.7%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		5.5%	5.3%
Eligible for gifted and talented	20.3%	Up from 14.2%	13.9%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	8.6%	Down from 10.9%	14.5%	13.9%
Older than usual for grade	1.2%	Down from 1.3%	4.6%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.9%	0.9%
Annual dropout rate	0.0%	No change	0.0%	0.0%

Teachers (n= 37)				
Teachers with advanced degrees	54.1%	Down from 54.3%	45.8%	48.7%
Continuing contract teachers	83.8%	Up from 82.9%	82.7%	81.7%
Highly qualified teachers**	92.0%	N/A	93.1%	90.4%
Teachers with emergency or provisional certificates	0.0%		3.7%	5.3%
Teachers returning from previous year	88.7%	Up from 76.0%	83.3%	85.1%
Teacher attendance rate	94.3%	Down from 95.7%	95.0%	94.8%
Average teacher salary	\$40,421	Up 1.1%	\$39,168	\$40,566
Prof. development days/teacher	9.7 days	Up from 8.8 days	11.2 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.3
Student-teacher ratio in core subjects	14.3 to 1	Down from 20.7 to 1	20.1 to 1	21.3 to 1
Prime instructional time	86.5%	Down from 88.6%	89.0%	89.3%
Dollars spent per pupil*	\$5,681	Down 7.6%	\$5,575	\$5,821
Percent of expenditures for teacher salaries*	62.0%	Down from 63.9%	61.7%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.2%	Up from 97.3%	95.1%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Below Average	N/A	Average	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	100.0%	92.0%
Highly qualified teachers in high poverty schools**	93.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	No

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

During the past three years, we have implemented many new and exciting strategies and programs to help our children excel on the PACT test and, consequently, improve our school report card grade each year. We believe that Ewing Middle School provides students with a quality learning environment. Teachers work hard to provide students with the best educational opportunities possible. We do accept the challenge that test scores are going to be the chief indicator of our success and that our responsibility as educators is to significantly improve our status.

The additional strategies we have implemented include an ENCORE program, providing additional basic instruction to all of our students, and an after-school tutorial program targeting below basic testers. Our new MAP testing process identifies student ability levels on a continuous basis which aids us in prescribing the best instructional strategies for each of our students. An intervention period allows core teachers to provide remediation for students. This class period also gives teachers an opportunity to contact parents and involve them in their students' learning.

We believe that progressive change always has been, and always will be, the essential ingredient for the success of schools in a constantly changing world. To be content with less than our best leads to stagnation and, consequently, stunts our children's educational growth. The continuous process of accountability and self-examination encouraged by instruments such as our State Report Card helps ensure the quality of education that our students deserve.

Jim Touchberry, Principal

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	39	142	55
Percent satisfied with learning environment	97.4%	79.9%	83.3%
Percent satisfied with social and physical environment	92.3%	75.4%	72.7%
Percent satisfied with home-school relations	53.8%	84.5%	74.5%

\*Only students at the highest middle school grade level at this school and their parents were included.